**Unpacking Standards**

Step 1: Read the standard closely

* *Do not skim*
* *Look for important themes and vocabulary*

Step 2: Read for the higher-order VERBS.

* What are the key higher-order verbs? What do they suggest the long-term transfer goal is? *Students eventually need to be able, on their own to…*

Step 3: Read the key NOUN CONCEPTS.

* What are the key noun concepts, and what do they suggest the big ideas to be mastered and used are? *Students will need to organize their thinking, knowledge, and skill around such ideas/questions as…*

Step 4: Read for additional verbs.

* What verbs state or imply specific skills to be mastered? *Students need to be able to demonstrate such skills as…*

Step 5: Read for key facts.

* What key facts must be known and used? *Students need to know such facts as…*

For example, the unpacking of: *Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.*

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| Step 2: What are the key higher-order verbs? What do they suggest the long-term transfer goal is? *Students eventually need to be able, on their own to…*   * Determine what the text says explicitly and infer what the text implies, regardless of text or genre |
| Step 3: What are the key noun concepts, and what do they suggest the big ideas to be mastered and used are? *Students will need to organize their thinking, knowledge, and skill around such ideas/questions as…*   * Logical inferences * Textual evidence |
| Step 4: What verbs state or imply specific skills to be mastered? *Students need to be able to demonstrate such skills as…*   * Cite specific textual evidence |
| Step 5: What key facts must be known and used? *Students need to know such facts as…*   * Definitions of “logical,” “inference,” “evidence,” “support” * The facts stated in the text |

**Unpacking of Common Core or Essential Standards**

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| Step 1: Read the standard closely |
| Step 2: What are the key higher-order verbs? What do they suggest the long-term transfer goal is? *Students eventually need to be able, on their own to…* |
| Step 3: What are the key noun concepts, and what do they suggest the big ideas to be mastered and used are? *Students will need to organize their thinking, knowledge, and skill around such ideas/questions as…* |
| Step 4: What verbs state or imply specific skills to be mastered? *Students need to be able to demonstrate such skills as…* |
| Step 5: What key facts must be known and used? *Students need to know such facts as…* |